

Course Syllabus Addendum

Your College, Your Future



Established 1969

ECD 101 Introduction to Early Childhood

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| Course Instructor | Andrea Cureton, M.S. |
| Office Location | Virtual |
| Email | curetona@wiltech.edu |
| Instructor office hours | ZOOM Meeting by Appointment |

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| Course Number | ECD 101 | Section Number | 11 |
| Course Title | Intro to Early Childhood | | |
| Credit Hours | 3.0 | | |
| Teaching philosophy/ methods | This course gives an overview of growth and development, developmentally appropriate curriculum, positive guidance techniques, regulations, health, safety and nutrition standards. Course content highlights the importance of professionalism, family cultural values and practical applications based on historical and theoretical models in early care and education. Students will come away with an understanding of what makes a quality program, where children gain the foundations they need for school success and beyond. | | |
| Course Objectives | Practice the use space, time, and materials to plan developmentally appropriate experiences that encourage children's play, exploration, safe practices, and learning. (NAEYC 1a, 1c) Demonstrate an understanding of the principles of child growth and development to serve as a foundation for working effectively with young children. (NAEYC 1a) Demonstrate knowledge of providing a safe environment for young children and promoting the development of safe practices. (NAEYC 1c) Demonstrate knowledge of strategies and techniques for providing a | | |

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| | <p>supportive environment in which children can develop self-control and interact positively with others. (NAEYC 1c)</p> <p>Demonstrate knowledge about strategies for establishing and maintaining positive and productive relationships with families. (NAEYC 2a)</p> |
| Materials specific to Course Section | Textbook: Foundations of Early Childhood Education 8th Edition By: Janet-Gonzalez Mena/ McGraw Hill CONNECT |
| Classroom standards for behavior (Attendance, tardiness, late work, Cheating, online etiquette as applicable) | <p>Attendance Policy:</p> <p>Classroom Attendance</p> <p>In order to be successful in this class, students should be in class and attend all schedule meetings. Students are given five absences. Every absence after the fifth may result in the drop of one letter grade. If a student is going to be absent, please email the instructor using your student email. Students who are absent are responsible for any and all make-up work and tests.</p> <p>Please be on time in coming to class. Students who are ten minutes late, or more, may be counted as absent for that class. Work that is turned in late will be subject to a one letter grade penalty for every day that it is late. If a student is absent on the day a test is given, they will receive a zero for that test unless made up within 2 weeks.</p> <p>Online Attendances</p> <p>Students taking an online/internet class must sign-in and complete an assignment designated by the instructor within the week or class from the start of the semester to indicate attendance in the class. Students not attending class during the first two weeks (first ten calendar days) from the start of the semester must be dropped from the class for NOT ATTENDING.</p> <p>For all online courses, students must complete an assignment designated by the instructor during the first week of classes. The instructor will drop the student from the course if the initial assignment is not completed.</p> <p>Instructors will withdraw students from the class when 90% attendance is not maintained. Attendance in an online course is defined by regular course access and by timely completion of assignments as required by the instructor. Each student will be expected to access the web class at least once a week and complete 90% of assignments on time. Additional access is encouraged and may be necessary for successful completion of classes.</p> <p>Failure to log in and complete assignments will result in the student being withdrawn from the course. The instructor will assign a grade of</p> |

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| | <p>“W” or “WP” based upon the student’s academic standing as the date of attendance, which is the last login. Students are responsible for any financial matters associated with an administrative withdrawal. If a student fails to email the instructor (using the WTC email account) requesting to be dropped from the course and has not submitted the initial assignment required during the first week of class, the instructor will assign a “Never Attended” code no later than two weeks (ten calendar days) after the first day of class. Students who are dropped as a result of never attending the course are still responsible for all fees associated with the course.</p> <p style="text-align: center;">Academic Misconduct Policy:</p> <p>Any student suspected of academic dishonesty will be reported to the VP of Student Services for investigation and subsequent disciplinary action in accordance with college policy. Academic dishonesty includes, but is not limited to, falsification of information, cheating on tests, plagiarism (copying other's work and representing it as your own - in part or in total - without the appropriate citations) and collusion.</p> <p>Please do not make or answer cell phone calls during class. Also, please do not allow phones to ring during class. All phones should be set to vibrate or silent and should not be visible at all. Students that exhibit behavioral problems will be sent to the VP of Student Services for corrective action. The instructor reserves the right to remove from the class any student who is disruptive.</p> <p style="text-align: center;">Student with Disabilities Policy:</p> <p>Williamsburg Technical College encourages students with disabilities to contact his or her instructor to discuss needs and concerns as they arise. If you feel you have a disability requiring accommodation, contact Student Services. Also, please see instructor within the first two weeks of class.</p> <p style="text-align: center;">Late Work:</p> <p>All course work (including, but not limited to: assignments, labs, quizzes, exams, and final projects) must be submitted no later than the due date unless prior arrangements are made with the instructor and a new due date is established. If a student submits an assignment after the due date without having decided with the instructor, a minimum of 5 points, (based on an assignment grading scale of 100 points), will be deducted for each week, or part thereof, that the assignment is late.</p> |
| Suggested additional readings if applicable | Early Childhood Education Journal by Springer. Access in WTC Library. |

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| | Dates | Assignments/Calendar Events | Content/Reading | Due Dates (All due dates on Sunday night unless otherwise stated) |
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| Weekly assignment schedule with due dates of major assignments, tests, projects, etc. | Week 1 | <p>Complete D2L Orientation Review Course Syllabus Chapter 1 Professional Development - Type an introduction that tells something about you and your career goals. This typed introduction should be at least 1 page. (If you have any certificates verifying early childhood training that you have completed, please include these as well.)</p> <p>Quiz 1</p> <p>Objectives: 1a, 1b, 1c, 1d</p> | <p>Introductions, Syllabus, Course Overviews, Chapter 1: Early Childhood Education as a Career</p> | 08/24/2025 @ midnight |
| | Week 2 | <p>Chapter 2</p> <p>Health & Safety Checklist- Using the internet, locate and print <u>TWO SAFETY CHECKLISTS</u>:</p> <p>A safety checklist for the early childhood classroom. (Instructor will provide several examples of playground safety checklist to choose from.)</p> <p>Observe a childcare playground: What appear to be the rules for children using the equipment? Using the checklist for the outdoor play area as well as safety for the child care centers does the area meet the Caring for our Children: National Health and Safety Performance Standards?</p> <ul style="list-style-type: none"> Questionnaire- While watching the webinar, <p>“ Health and Safety Basics: Exploring Caring for Our Children” answers the questions.</p> | <p>Ch. 2: First Things First: Health and Safety Through Observation and supervision</p> | 8/31/25 @ midnight |

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| | | <p>Quiz 2</p> <p>Objectives: 2a, 2b, 2c, 2d</p> | | |
| | Week 3 | <p><u>Chapter 3</u></p> <p>Communication-Watch a video of a child in an early childhood setting. Note adults who put language in their interactions with infants, toddlers, and children with limited verbal abilities. Look for examples of adults listening to children and children's reactions to perceiving that they have been heard.</p> <p>Observation of Tantrum-Note and reflect on a situation you witnessed outside of class where strong emotions were in play. One suggestion is to think of a supermarket or mall observation where parents were busy shopping and the children had a strong emotional reaction. What did you observe? (Please only document what you saw and heard.) Now, use this documentation to analyze the attitude of the adult to the child's emotional outburst.</p> <p>Quiz 3</p> <p>Objectives: 3a, 3b, 3c, 3d, 3e, 3f, 3g</p> | Ch. 3: Communicating with Young Children | 09/7/25@midnight |
| | Week 4 | <p><u>Chapter 4</u></p> <p>Play-Write an essay on "Play as Learning." Imagine that you are a teacher or child-care provider and a parent has asked the question, "Do you teach the children anything in your program or do they just play?"</p> <p>Quiz 4</p> <p>Objectives: 4a, 4b, 4c, 4d</p> | Ch. 4: Facilitating Young Children's Work & Play | 09/14/25@midnight |

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| | Week 5 | Chapter 5-Guiding Young Children's Behavior Behavior -Search current (no older than 5 years) internet, professional articles or newspapers for news stories about the increasing rate of preschool expulsion of children as a solution for 'problem' behaviors. Summarize in 1-2 paragraphs and attach a copy of the resource. Quiz 5 Objectives: 5a, 5b, 5c, 5d, 5e, 5f, 5g | Ch. 5: Guiding Young Children's Behavior | 9/21/2025@midnight |
| | Week 6 | Chapter 6 Model- Learn a new skill (any kind- Examples: Cooking, learning to play an instrument, sewing, or swimming), analyze the process, and reflect on how close you are to being a "master learner." What do you need to attain that status? Quiz 6 Objectives: 6a, 6b, 6c, 6d, 6e | Ch. 6: The Teacher as a Model | 9/28/2025 @ midnight |
| | Week 7 | Chapter 7- Relationship Think of a time when you had a | Ch. 7: Modeling Adult Relationships in | 10/5/2025@midnight |

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| | | <p>problem with someone. How did you approach the problem? Did you use one of the approaches listed in Chapter 7?</p> <p>Create a list of at least 3 to 5 resources that are available to assist with building relationships and communication with diverse children and families. And explain the importance.</p> <p>Quiz 7</p> <p>Objectives: 7a, 7b, 7c, 7d, 7e, 7f</p> | Childhood Setting | |
| | Week 8 | <p>Chapter 11 Development-Read from your textbook “Checking In” then reflect on how did the baby respond to her mother leaving and how did the caregiver/teacher provide support in that situation, and what will you do as a caregiver in the situation?</p> <p>Quiz 11 Objectives: 11a, 11b, 11c, 11d, 11e, 11f</p> | Ch. 11 Developmental Task as the Curriculum | 10/12/2025 @ midnight |
| | Week 9 | <p>Read Chapter 8</p> <p><u>Chapter 8</u></p> <p>A Place for Families, Too!)Using Ms. DeeDee’s family-friendly approach, discuss how you might include:</p> <ul style="list-style-type: none"> a. People with differing abilities in the classroom? In the Program curriculum? b. People with differing cultural perspectives? c. Extended families? d. Different professions and occupations? <p>Classroom Diagram- Draw a diagram of a room of a Center you have observed. Draw in the outline of the room and the furnishings</p> | Ch. 8: Setting up the Physical Environment | 10/19/2025 @ midnight |

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| | | <p>close to the outside perimeter. Now, use your awareness of the diapering situation in the Voices of Experience box to redesign the equipment and furnishings already present for a creative new approach to the use of this room by children. Write a paragraph describing what you have done and why. Be sure to explain how the modifications you made to the room support Elizabeth Jones' concept of dimensions.</p> <p>Quiz 8</p> <p>Objectives: 8a, 8b, 8c, 8d, 8e</p> | | |
| | Week 10 | <p><u>Chapter 12</u></p> <p>Observing- Observe/Watch Video one child for 3 minutes and write a running-record observation. Now observe for only 2 minutes and try to document what you see and hear. Next, observe for only 1 minute and document what you see and hear. Which observation length proved most 'do-able'? Which proved most detailed? Which do students feel would provide the most reliable documentation information? Why?</p> <p>Quiz 12</p> <p>Objectives: 12a, 12b, 12c, 12d, 12e, 12f, 12g</p> | Ch. 12: Observing, Recording, and Assessing | 10/26/2025 @ midnight |
| | Week 11 | <p><u>Chapter 9</u></p> <p>Define "respect". Write each definition on the board. Have students list specific teacher behaviors and assign them to one of two columns labeled RESPECTFUL and DISRESPECTFUL. How can</p> | <p>Ch. 9: Creating a Social-Environment</p> <p>Ch. 10: Routines</p> | 11/2/2025 @ midnight |

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| | | <p>items in the disrespectful column be moved over into the respectful area?</p> <p>Quiz 9</p> <p>Objectives: 9a, 9b, 9c, 9d, 9e, 9f, 9g</p> <p><u>Chapter 10</u></p> <p>Schedule: Create a full day schedule for an early childhood program. Identify the age group the schedule is for: infant, toddler, or preschool. The schedule should include the important components discussed in chapter 10. Please indicate what the children will be doing during each of the time frames. Use Module 12/Handouts 5, 6a-b, 7a-d for guidance.</p> <p>Watch Video: Observe the caregiver/teacher of a young infant (maybe 3-6 months old) during a diaper change. Document her interaction with the baby and the baby's responses using a side-by-side grid with the left side for the mother, the right side for the baby. After leaving the situation, analyze the grid to see how the caregiver/teacher responded to the baby and the baby to the mother. What benefits do you note about these interactions? If it was not asynchronous interaction, what issues did you identify?</p> <p>Quiz 10</p> <p>Objectives: 10a, 10b, 10c, 10d, 10e</p> | | |
| | Week 12 | <p><u>Chapter 13</u></p> <p>Standards-Utilizing your SC Early Learning Standards and Chapter 13- What does emergent literacy look like for infants/toddlers vs</p> | Ch. 13: Enhancing Children's Learning and Development Through Language | 11/9/2025@midnight |

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| | | preschoolers? 3 paragraphs Quiz 13 Objectives: 13a, 13b, 13c, 13d, 13e, 13f | | |
| | Week 13 | <u>Chapter 14</u> Lesson Plan- Create a Math or Science Lesson plan that can be used with children in the classroom. Quiz 14 Objectives: 14a, 14b, 14c, 14d, 14e, 14f, 14g | Ch 14. Fostering Joy in Developmentally Appropriate Experiences in Math | 11/16/2025 @ midnight |
| | Week 14 | <u>Chapter 15</u> Video Activity- Find a video selection that displays; -fingerplays -art -skits -songs -Storytime -puppetry -musical, etc. Take notes of techniques that the 'leader' uses to get people involved. What statements drew people in? What statements or requests did not appear to work? Be sure to cite actual events to support your analysis. Quiz 15 Objectives: 15a, 15b, 15c, 15d, 15e, | Ch. 15: Integrating Art, Music and Social Studies into a Holistic Curriculum and Science | 11/23/2025 @ midnight |

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| | | 15f, 15g | | |
| | Week 15 | Final Exam Review/Submit ALL ASSIGNMENTS | Review | 12/5/2025 |
| | Week 16 | Final Exam (Chapters 1-15) | Final Exam | 12/8- 12/12/2025 |
| Last date to drop with a grade of "W" | A student is automatically dropped only if the student is absent the first two weeks of class. The last day to withdraw is October 20, 2025 | | | |
| Addendum Revision date | 8/17/2025 | | | |
| Missed work | Students with documented evidence of an emergency which prevented prior communication with the instructor may present documentation to the instructor for consideration. In order to receive credit for the discussion forum assignments, the student must actively participate during the assigned discussion period. Course work will not be accepted after the last day of the term unless arranged as part of a Course Extension. | | | |
| Statement that minor changes (such as order of topics or due dates) will be Announced ahead of time. | Updates and/or changes to the course content, meetings or due dates will be announced ahead of time throughout course. | | | |
| Course Grading System | <p>A: 100 -90 = Excellent B: 89-80 = Above Average C: 79-70 = Average D: 69-60 = Below Average F: 59-50 = Failure</p> <p>WP = Withdraw passing WF = Withdraw failing</p> <p>Participation: 15% Homework Assignments: 10% Reading Responses: 20% Presentation Project: 25% Final Exam: 20% <u>Total:</u> 100%</p> | | | |

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| Rubric | Areas of Assessment | Expert | Accomplished | Acceptable |
| | Ideas | Presents ideas in an original manner | Presents ideas in a consistent manner | Ideas are too general |
| | Organization | 600 words or more. Strong and organized beg/mid/end | At least 600 words. Organized beg/mid/end | Some organization; attempt at a beg/mid/end |
| | Understanding | Writing shows strong understanding | Writing shows a clear understanding | Writing shows adequate understanding |
| | Word Choice | Sophisticated use of nouns and verbs make the essay very informative | Nouns and verbs make essay informative | Needs more nouns and verbs |
| | Sentence Structure | Sentence structure enhances meaning; flows throughout the piece | Sentence structure is evident; sentences mostly flow | Sentence structure is limited; sentences need to flow |
| | Mechanics | Few (if any) errors | Few errors | Several errors |

NAEYC STANDARDS

1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning.

3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the

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use of assistive technology for children with disabilities.

| Areas of Assessment | Expert | Accomplished | Acceptable | Not Acceptable |
|---------------------------|--|--|---|--|
| Ideas | Presents ideas in an original manner | Presents ideas in a consistent manner | Ideas are too general | Ideas are vague or unclear |
| Organization | 600 words or more. Strong and organized beg/mid/end | At least 600 words. Organized beg/mid/end | Some organization; attempt at a beg/mid/end | No organization; lack beg/mid/end |
| Understanding | Writing shows strong understanding | Writing shows a clear understanding | Writing shows adequate understanding | Writing shows little understanding |
| Word Choice | Sophisticated use of nouns and verbs make the essay very informative | Nouns and verbs make essay informative | Needs more nouns and verbs | Little or no use of nouns and verbs |
| Sentence Structure | Sentence structure enhances meaning; flows throughout the piece | Sentence structure is evident; sentences mostly flow | Sentence structure is limited; sentences need to flow | No sense of sentence structure or flow |
| Mechanics | Few (if any) errors | Few errors | Several errors | Numerous errors |

4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child.

5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6. BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession.

7. EARLY CHILDHOOD FIELD EXPERIENCES

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start program Essay Rubric

Essay Rubric